**K-5 ELA Lesson Plan**

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| **Teacher:** | | | **Grade: 5th** | | | **Date(s)**: September 2012 | |
| **Unit Title:**  Reading/Writing Apprentice | | | | **Corresponding Unit Task:**  Task 2: Days 1-3 | | | |
| **Essential Question(s):**   * How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | | |
| **Teacher/Student:**  **Teacher:**   * **Poster paper** * **Markers** * **Sticky Notes**   **Student:**   * **Posters for each group (4-5)** * **Reading strategies notebook** * **Markers** * **Sticky Notes** | | | | | **General:**   * **Anchor Chart** * **Text Structures** (problem/solution, descriptive, cause/effect, chronological, compare/contrast) | | |
| **Learning Experience(s)** | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RI.5.8** - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **RF.5.4** - Read with sufficient accuracy and fluency to support comprehension.  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can recall information learned about text structures and organize the information in an anchor chart.  **Instructional Plan:**  **Day 1:**   * As a class, quickly review the 5 text structures that have been previously taught and explain the purpose for today (review text structures and create an anchor chart about them). * The teacher will have a short discussion on what an anchor chart is, and why we would need them. * Teacher will then break the students into 5 different groups and will give each group a poster paper. * Teacher will then guide the students through outlining their anchor charts and will make sure they know what must be included on their charts.   -Title of text structure  -Brief description of text structure  -Key words that signal that structure  -Draw out graphic organizers’ that could be used for that text structure   * Students will then work in their groups. * After the teacher sees that most students have finished, he or she will call the class back together and each group will share their poster.   **Day 2:**   * Class will review previous lesson, introduce purpose for today (compare and contrast the various text structures), and review how we compare and contrast. * Teacher will pair up groups and give them a new sheet of poster paper. * The teacher will then model how they can outline their new sheet of poster paper so that they can compare and contrast their structures (see example below). * Students will then work in their groups and will share at the end of class.   **Day 3:**  **Standards:**  **L.5.2** - Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series. 2. Use underlining, quotation marks, or italics to indicate titles of works. 3. Spell grade-appropriate words correctly, consulting references as needed.   **L.5.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine and reduce sentences for meaning, reader/interest, and style.  **I Can Statement(s):** I can write complete sentences using correct grammar, punctuation, capitalization, and sentence structure.  **Instructional Plan:**   * Class will have a short discussion on why it is important to write complete sentences with correct grammar, etc and its importance in completing the brochure. * Students will take notes in their reading strategy notebook on: noun, verbs, pronouns, adjectives, adverbs. They will also take notes on the different types of sentences and correct sentence structure (exclamatory, interrogative, declarative, and imperative). Students throughout will generate list and examples of each. * **We will conclude with a fun grammar activity found in “Grammar Activites that Really Grab’Em!” By Sarah J. Glasscoc or “Fun With Grammar” by Laura Sunley.** * Day 3 is preparing the students to write correctly when creating their brochures. | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  **L.5.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.5.4a** - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  **I Can Statement(s):**  I can write clear and coherently using grammar rules correctly.  **Instructional Plan:**  See plans above | | | | | | |
|  | **Word Study**  **NONE** | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening-** Same for all days  **Standards:**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can collaborate with my group members and participate in class discussions.  **Instructional Plan:**  See reading plan above for examples on how the students are collaborating with one another and participating in class discussions. | | | | | | |
| **Closing/Summarizing Strategy** | See plans above for each day. | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | **Intervention** | | | | | **Language Development** |
| Students can create board or matching game for any of the parts of speech, sentences, or grammar rule. | | Teacher can pull students as necessary and struggling students will be paired up with stronger students during partner and group work. Teacher will also provide students with additional guided practice by having a list of sentences with different parts of speech already highlighted in which they have to name the POS that is highlighted. | | | | | Visuals (graphic organizers) will be provided for visual learners and there will be various class discussions for verbal learners. |
| **Assessment(s) & Reflection** | | | | | | | |
| **Assessment(s):**  Informal class discussion, the completion of the graphic organizers, and the completion of the grammar activities. | | | | | | | |
| **Teacher Reflection:** (Next steps?)  The teacher will use the class discussions, graphic organizers, and the quick writes to gauge students learning and prepare for the next lesson. The teacher will also prepare materials for the brochure and if possible have a parent volunteer to pre-fold the brochures. | | | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

Exmaple of Graphic Organizer to Compare 2 Text Structures:

Type of Text Structure:

Type of Text Structure:

**Signal Words**

**Purpose**

**Graphic Organizers Used**

Differences:

Differences:

Similarities Between the Two Text Structures: